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ABSTRACT

This is a report of a state-wide committee established by the Vice-Chancellor for Two-Year Campuses to develop a system of definitions and reporting for Ohio's two-year colleges. Specifically, the committee's goals were: (1) to suggest a conceptually focused glossary of terms which could be used to assure uniformity and comparability of data; (2) to review program descriptions and classifications of titles; (3) to suggest data elements for reporting which would reflect an accurate, appropriate, and complete profile of programs in two-year institutions in Ohio; (4) to suggest interfacing of coding information into one system; and (5) to incorporate a plan for classifying, coding, and unduplicated reporting of noncredit programs/courses in continuing education. Committee activities, recommendations, and implications of these recommendations at the institutional level are presented and discussed. The committee focused especially on the concept of continuing education and various methods of reporting noncredit instruction. The recommended glossary of terms and five forms devised for institutional reporting of student characteristics are appended. (DC)

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PLANNING FOR TWO-YEAR INSTITUTIONAL REPORTING SYSTEMS RELATING TO REGIONAL AND STATEWIDE GOALS

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California Association for Institutional Research
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BACKGROUND OF THE PROJECT

The Citizen's Task Force on Higher Education, created under a charge from the Ohio General Assembly in the 1973-75 Biennial Appropriations Act, recommended that the Ohio Board of Regents develop a structure for planning in postsecondary education, and that the master plan approach be supplemented with a process of continuous planning. As a follow-up of this Task Force, the Ohio Board of Regents prepared a "Working Plan for Two-Year Campuses." This was completed in draft form in September, 1974. It was the Board of Regents' first state plan for postsecondary education to be provided through two-year public higher education campuses. It was a plan for the development and implementation of educational programs which would extend far beyond traditional views. It established goals for a broad range of new and flexible programs and for the delivery of at least two years of post-secondary education to a vast new clientele within the state.

Access, lifelong learning, and quality improvement in education had been selected by the Citizens' Task Force on Higher Education as the three paramount achievement objectives for the 1970's for the citizens of Ohio in the field of post-secondary education. The Task Force also focused concern upon Ohio's dramatic lag behind the national average of all states in the participation rate of its citizens in postsecondary education.

It was felt that Ohio's two-year campuses had a vital role to play in meeting the objectives which were identified by the Task Force. The term "two-year campus" as used in this presentation refers to a separate college operated by a local board of trustees, a branch of a university, or one of the four urban

centers operated by public universities. All institutions under the governance of the Ohio Board of Regents are public institutions.

The Board of Regents had long been interested in securing better data regarding types of students enrolled, particularly on two-year campuses. A committee was appointed by the Vice-Chancellor for Two-Year Campuses in January 1974 to develop a system of definitions and reporting for the state's two-year campuses. The committee was representative of the two-year campuses of the state and included members from the community college, the technical colleges, the branches of the universities, and the university urban centers. The charge of the committee included making recommendations regarding the improvement of reporting in both quality and scope, and if possible to make this system compatible with all presently required systems.

Purpose of the Project

The state-wide committee, composed of seven members, focused upon the following goals:

To suggest a conceptually focused glossary of terms which could be used to assure uniformity and comparability of data.

To review program descriptions and classification of titles -- to be related by function to major fields of study -- on behalf of an improved information system that would be compatible with broader systems of which this information is ultimately a part.

To suggest data elements for reporting which reflect a more accurate, appropriate, and complete profile of programs in two-year institutions in Ohio.

To suggest interfacing of coding information into one system so that eventually more complete and uniform reporting can be achieved both within and between the Ohio Board of Regents and all public institutions of higher education in Ohio.

To incorporate a plan for classifying, coding, and unduplicated reporting of the non-credit programs/courses of continuing education, including career related, recreation, leisure, and community education.

To make any additional recommendations as necessary to reflect related issues or concerns which in the committee's view need further attention.

To produce a report encompassing the goals mentioned above to be presented to the presidents of the two-year institutions.

Activities of the State-wide Committee in Planning for Reporting Systems

The state-wide committee marked a two-month target period for the production of a draft of recommendations to be forwarded to all two-year campuses for reaction. The committee tentatively planned for implementation by the summer of 1974. In its focus upon reporting systems the committee sought to identify the elements of a fully useful reporting format which was compatible with presently required systems, to identify data needed, to examine the present program reporting system, and to give special attention to continuing education program classifications. At its initial meeting the committee concentrated upon these objectives as they affected programs and people.

The committee agreed to be concerned with the quality and scope of reporting, but not with the format for reporting. The committee did not concern itself with whether or not an identified item was already being reported. Broad areas of definitions and classifications for use in-state were concerned with enrollment, staffing, space utilization, inventory and usage, and courses/programs.

The Ohio Board of Regents had initiated a Uniform Information System (UIS), which had been put into operation in the fall of 1966. The basic

components of information fed into UIS, on both an inventory and utilization level, included enrollment, staffing, financial, and physical plant data. While the system required that incoming reports conformed to standard definitions, it was frequently found that UIS categorizations did not give desired data. This was particularly true for two-year institutions which had large numbers of part-time students in technical education and continuing education programs. For example, student inventory data did not include the purpose for registration -- upgrading in present employment, preparation for new employment, personal interest, transfer to baccalaureate. In-service enrollments versus pre-service enrollments had to be differentiated, along with unclassified undergraduates. Technical courses generated larger FTE reimbursement, therefore program approval was an incentive for obtaining more complete student information.

The Continuing Education Concept and Reporting Non-credit Instruction

The committee agreed to concentrate upon the concept of continuing education and reporting non-credit instruction although not all the results of its approach to these definitions and classifications were incorporated into the recommended glossary of terms or the revised reporting system. The committee attempted to define non-credit instruction and a series of classifications of data to be reported under non-credit instruction.

After preliminary discussion, the committee concluded that continuing education as a concept seemed to be related to the age of the student and to the employment of the student. Thus continuing education students would generally be seeking education while employed. Often, the objective of their educational endeavors was to improve their skills on the job. Frequently course work was career related. Within career related, some instruction would be designed to

prepare a student for an entry-level occupation while other instruction would be intended to up-grade an employee's capabilities within an occupational field. The distinction between preservice and inservice education could be made either in terms of the intent of the courses themselves or in terms of the uses which the student would make of the courses.

The latter approach requires that the use of instruction be classified as the student perceives it. It is often difficult to distinguish between one student purpose and another student purpose. If the subsidy payment for a particular institutional activity is to be based upon a student statement of purpose, it would seem likely that the institution might influence the student to declare an institutional, rather than a personal, purpose. Furthermore, student purposes might change from time to time, rendering the information collected unstable. The simplest means of reporting would assume that all students would deserve to be served by a subsidized program regardless of whether their purpose of being in a course was career oriented or not.

For institutional purposes, an institution might describe each course or program being offered which would appear to qualify as career preparation, career advancement, or for other purposes. Rather than verifying student employment, or preparation for employment, the institution would merely design courses for students who were either presently employed in a related occupation or for a preservice classified student. Whether the student was of the appropriate classification was immaterial if the course were serving the needs of the student. Therefore, the course needed merely to be defined with a course description and the present status of the student's employment could be disregarded.

It was noted by committee members that the usual non-credit course was very flexible in terms of length. The course was usually designed to accomplish a specified objective or set of objectives, and the length of the course was closely related to the realization of the objective. The objectives were not written in terms of any concept of academic credit so the non-credit feature of the course signified its inherent flexibility in terms of how long the course should be offered. Thus, there could be no standard unit of length to use in referring to non-credit courses.

However, any non-credit course would presumably meet within certain time frames of instruction. Thus the standard clock hour of instruction -- normally 50 minutes -- would appear to be applicable as a unit of measure in non-credit instruction. Some of the activities of an institution in the area of community services might be instructional and appear to be non-credit instruction. The distinction between similar activities and the institution non-credit activities would be detailed on a class roster whenever non-credit instruction was being offered. Thus the roster would be maintained as a record by the institution to authenticate that such non-credit instruction had indeed been offered.

If non-credit instruction were being subsidized, the schedule of offerings would be classified as eligible for subsidy and thus subject to approval for that purpose. The listing would become the authenticating device.

If instructional activities without credit were originated within the institution by another community or governmental agency, they would be determined not to be non-credit instruction because of lack of primary institutional responsibility in planning and because of lack of official record keeping on the part of the institution. A determining factor in deciding whether instruction were "institution non-credit" or "outside agency non-credit" would be the payment of the instructional

personnel involved, by the institution or another outside agency.

Thus it was decided that non-credit instruction would be additionally related to the personnel inventory section of the Uniform Information System, as well as to the student inventory section.

If such information were desired, the institution would be able to calculate FTE non-credit students by multiplying the number of students times the number of hours of the unit of instruction being offered utilizing the class roster. It would feasible to compile non-credit instruction on an annual bais, probably reporting during the summer period of information collection for the UIS. At that time the previous fiscal year information would have been completed, and all actual class data would have become a matter of record. If subsidy payments were available, they could be related to the previous year's actual information.

The possibility of also adding non-credit instruction as part of the space utilization report of UIS was discussed by the committee. The class roster could provide the basis for class unit reporting.

If a certificated program were to be developed, which was based upon non-credit course work, the class roster which would complete the final course in a sequence of courses which qualify students for the certificate would be considered the roster of student completing. This list would then be useful to the institution in reporting outputs. However the main purpose of the class list would be to maintain authenticating records within the institution which would support an audit of the actual continuing units offered by an institution during any fiscal year.

The committee adopted the Continuing Education Unit concept offered by the Commission on Colleges of the Southern Association of Colleges and Schools, which was prepared in a report, published in Atlanta in 1973. However, the committee qualified thedefinition of full time equivalent student, which might

be subject to revision in view of the standard for an FTE student in credit instruction, which is maintained by the Board of Regents in Ohio. The difference is that the Southern Association counts 12 credits as a full-time student whereas the Board of Regents counts 15 credits as a full-time student. The advantage of adopting the Southern Association's definition would appear to be that the recommendations of the Southern Association may be adopted on a national basis, thus it would be an advantage to the individual state to conform to the standard.

The potential for developing a student record into a transcript which would be provided by the college for students who had completed a program for certification and a career area was considered by the committee, but no commitment was made for such development. It was suggested by committee members that students wishing certification of attendance could present their own records to the college which would then certify by means of checking class rosters of specified courses.

Results of the Committee Report and Recommended Changes

As a result of the committee report, after review by the presidents of the two-year campuses, the staff of the state governing authority suggested acceptance of the recommended into the UIS, for reporting both academic period enrollment and student inventory reports according to the revised HEGIS program, and a revised glossary of terms with a six digit coding system to indicate program options. The staff believed that after the changes were implemented, the data indicated on the forms, attached in the appendix of this report, could be assembled by the UIS, or by each campus as needed. The recommended forms were distributed to campuses, along with the final draft of the working plan for two-year campuses, in the fall 1974. It was recommended to campuses that reported information could be classified into five major forms, reflecting the type of program in which the student was enrolled. Suggested forms are to be

found in the appendix of this presentation.

Most of the data contained therein are already regularly assembled by the colleges for HEGIS under the presently existing system; however there are frequently requests for the adoption of one uniform information system of reporting in order reduce duplicate reporting. The summaries presented were judged to be more meaningful for planning from an institutional perspective. The five major types of programs are these:

1. Baccalaureate (or transfer) oriented students. The data indicated on this form will assist in planning for students at the completion of the academic program on the two-year campus. Condensation into the four suggested categories -- business and management, education, engineering, and science, arts and interdisciplinary studies, was considered sufficient for state reporting although many additional student majors may be represented.

2. Technical associate degree students (type A). This form is used to assemble student data for all approved pre-employment programs. One line would be used for each program. The number of matriculated students would probably be greater than the number of unclassified, and the number of full-time students would probably be greater than the number of part-time students. These programs would be offered primarily for entry-level careers, composed mostly of full-time students, taught by full-time faculty. Graduates would be anticipated to be employable upon graduation, and the college would assist in obtaining placement.

3. Technical associate degree students (type B). This form is used for students who are currently employed, and whose program is supplementary to their chosen career for upgrading skills and knowledge, or for acquiring new skills and knowledge. Type B is an in-service program, whereas Type A is a pre-service program. Enrollees would be mainly part-time students, taught by part-time instructors, frequently in evening hours. Graduates of these programs would not greatly affect the manpower pool.

4. Certificate programs. Student data generated from approved occupational certificate programs will be assembled on a fourth type of form, as well technical certificate programs. Frequently in these cases course work will be recorded along with the appropriate type of credit. Credit hours or credit hour equivalents will be reported. With certificate programs the number of full-time students may exceed part-time students, and matriculated students may approximately equal unclassified students. With technical certificate programs part-time students may equal or exceed full-time students, and matriculated students will exceed the number of unclassified students.

5. Continuing education non-credit students. This classification would report each continuing education course, along with the number of unclassified students, which would be likely to exceed matriculated students.

Implementation at the Institutional Level

Although the modification of the present information system has not been fully implemented within two-year institutions in the state, planning for a pilot approach in selected institutions has begun. Institutions which would have resources to handle additional reporting assignments have been asked to apply the new system to their reports. The institutions have been asked to note the difficulties which they have encountered during the implementation process and have been asked to report any difficulties to the governing board. Tentatively a special advisory committee on implementation has been formed which has been charged with the responsibility of describing any problems in detail and solutions to these problems.

The institutions which are contemplated being selected would be roughly representative of a variety of institutional types within the state. Thus the pilot approach could then be extrapolated to the state as a whole so that planning could be achieved on a statewide or regional level. Under no circumstances should

there be recommended a separate reporting system for two-year colleges as that compared to four-year colleges and universities.

While to date, the recommendations transmitted to the campuses, through the Board of Regents, have not been adopted, the state-wide committee's exploratory efforts proposed in the development of reporting activity, particularly in the area of non-credit instruction, have been of importance. It must not be forgotten that reporting information in terms of how it will be used should be compatible with the ways in which the activities which give rise to the information reported are planned for and developed.

The implications are clear. A reporting system should be devised in which the information reported spans all levels of post-secondary education in the state. Not all institutions need to report all information. It would mean, however, that any information which was to be reported according to a particular procedure and set of definitions would be the same for all institutions. While this recommendation of the committee would impose a limitation upon the development of an information system, it would also encourage a high level of ingenuity and cooperation among all levels of post-secondary education within the state.

APPENDIX

REVISED RECOMMENDED GLOSSARY OF TERMS

Academic Year: A period of time usually consisting of three quarters of instruction with about 12 weeks for each quarter. There may be an additional quarter in the summer. (Definitions for federal projects may vary.)

Academic Quarter: A period of instruction continuing for about twelve weeks.

Contact Hour: A unit of measurement that represents one hour of staff time spent in instruction.

Course

Course: Subject matter organized and given for instruction, for which credit toward a degree or certificate is usually given.

Non-Credit Course: An instructional activity which does not award credit hours toward a degree or certificate.

Credit

Credit Hour: A numeric (credit) value assigned to a course. The credit relates to an award to an individual for successful completion of the course. It usually indicates the quantity of course instruction completed in relation to total requirements for a degree or certificate.

Continuing Education Unit (CEU): A unit of measure for participation in continuing education activities. One CEU is ten contact hours of participation in an organized continuing education, adult, or extension experience under responsible institutional sponsorship, capable direction and qualified instruction.

Quarter Hour or Semester Hour: A unit of measure established by an institution of higher education and usually based on the number of class meetings per week, per term.

Good Standing: A classification of academic status based on grade requirements of the institution.

Grade Point Average: A numerical average computed by dividing total quality points gained in a course by the total number of credit hours in the course.

Quality Points: A total number value used (as equivalent to alphabet assigned designations) to describe the quality of blocks of an educational experience.

Headcount: A figure computed by counting the total number of individual unduplicated students enrolled.

Job Placement: A function which assists the student in obtaining employment.

Late Registration: A period of time established by the institution of higher education in which students may register and pay fees after the regular registration period.

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Military Evaluation: A procedure whereby a veteran may have his military experience evaluated in terms of requirements for a degree or certificate.

Pass-Fail: A grade designation in a system which allows students in good standing to take a course whereby the quality points are not figured into the grade point average.

Program

Program: A series of courses which when satisfactorily completed qualify the student for a certificate, degree, or other award.

Program, Associate Degree: An award to recognize completion of a program of at least 90 quarter credit hours of collegiate instruction.

Program, External or Special Associate Degree: An external or individualized degree program comprising a course of study different from the traditional undergraduate degree which may or may not requireon-campus study or residence and which relies almost completely on independent study and examination.

Program, Certificate: An educational program of less than two years duration for which a certificate rather than a degree is awarded.

Program, Non-Credit: A sequence of related non-credit courses.

Program, Transfer: A collegiate program designed to provide general courses applicable to baccalaureate degree.

Readmission: A process by which students who are on inactive status are admitted for further study.

Inactive Status: An institutionally defined term applied to students who do not return for re-enrollment within a specified time-span.

Reinstatement: A process through which students whose enrollment has been either voluntarily or involuntarily inactive with the institution are accepted back for further study.

Registration: A procedure and/or a period of time established for course enrollment and payment of fees.

Pre-Registration: The act of completing a registration at a time earlier than the regular mass registration.

Student

Student: Person who has completed registration for a "course."

Student, Day: One who is registered for one or more courses, credit or non-credit, (or contact hours for continuing education students) of which 50% of the courses scheduled to begin before 5:00 P. M.

Student, Pre-post Secondary: Students admitted to a limited study load during their senior year in high school based upon recommendation of the high school principal or guidance counselor.

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Student, "Early Admissions": One who, because of his high school record, is accepted for the ensuing year by a college or university during his senior year in high school.

Student, Evening: One who attends classes, 51% of whose credit hours -- or contact hours for continuing education students -- are assigned to courses beginning at 5:00 P. M. or later.

Student, First Year or Freshman: A student who has accumulated less than 48 quarter hours of credit.

Student, Full-Time: (For O.B.R. reporting) A student is considered to be a full-time student if he is officially registered for at least 12 credits of course work in a regular quarter.

Student, Full-Time Equivalent (FTE): An enrollment unit determined for any academic quarter by dividing the total student credit hours by 15.

Student, Full-Time Equivalent (Continuing Education Unit, CEU): An enrollment unit, based upon the institutional Continuing Education Unit for non-credit activities, determined by the formula:

$$\frac{\text{Contact Hours} \times \text{Students}}{430} = \text{F.T.E.}$$

Student, Part-Time: A student is considered to be a part-time student if he officially registered for less than twelve credits of course work in one quarter.

Student, Matriculated: A student whose candidacy for a degree or certificate has been accepted.

Student, Non-Matriculated: One whose candidacy for a degree or certificate has not been accepted.

Student, New: "First Time" enrollee at a given institution (for either credit or non-credit).

Student, In-District: One who is attending the educational institution in the district of his residence.

Student, Out-of-District: One who resides within the State of Ohio but outside of the area served by the institution.

Student, Out-of-State: One who resides or whose legal residency is in a state other than Ohio. Foreign students are out-of-state students.

Student, Resident: All bona fide domicilaries of this State whose permanent residence and legal citizenship is in Ohio, and whose actual source of financial support is subject to Ohio taxation. The following persons are considered residents:

1. Dependent students, at least one of whose parents or legal guardian has been a resident of the State of Ohio for all other legal purposes for 12 consecutive months or more immediately preceding the enrollment of such student in an institution of higher education.

2. Persons who have resided in Ohio for all other legal purposes for at least 12 consecutive months preceding their enrollment in an institution of higher education and who are not receiving and have directly or indirectly received in the preceding 12 consecutive months, financial support from persons or entities who are not residents of Ohio for all other legal purposes.

3. Persons who reside and are gainfully employed on a full-time or part-time and self-sustaining basis in Ohio and who are pursuing a part-time or full-time program of instruction at an institution of higher education.

Student, Returning: A person who returns to an institution, which he has previously attended.

Student, Second Year or Sophomore: A student who has accumulated at least 48 hours of credit, including transfer credit.

Student, Transfer: One who has been admitted by one collegiate institution after he has attended another institution of higher learning.

Student, Transient: A student who registers in an institution for one quarter only with the intention of returning to another institution which he has previously attended.

Student, Unclassified: A student wishing to take course work for credit, but without matriculation. No transcripts of previous academic work are evaluated for unclassified students. There is usually no application fee.

Student, Undergraduate: Refers to a student having less than an associate or baccalaureate degree.

Transcript Evaluation: An evaluation process applied to the work completed by a person coming from another college or university whereby course numbers with credit are established.

Date _____
Campus _____

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BACCALAUREATE-ORIENTED STUDENTS
Form A

Report Time Span
197_ to 197_

☐☐ Autumn
☐☐ Winter
☐☐ Spring
☐☐ Summer

		Full time	Part time	Pre-Employment	In-Service	Anticipated Graduates	Anticipated Credit Certificates	Matriculated	Unclassified	Headcount: Total (non-dup)	Headcount: Day (non-dup)	Headcount: Evening (non-dup)	Age: Below 18	Age: 18-24	Age: 25-30	Age: Over 30	Sex: Male	Sex: Female	Ethnic: Black	Ethnic: White	Ethnic: Other	In-District	Other-Calif	Out-of-State	FTE	CIP
DE																										
500	Business & Management			X	X	X																				X
600	Education			X	X	X																				X
700	Engineering			X	X	X																				X
900	Science, Arts and Inter-disciplinary Studies			X	X	X																				X
ALS																										

Date _____
Campus _____

Report Time Span
197_ to 197_

Autumn
Winter
Spring
Summer

TECHNICAL ASSOCIATE DEGREE STUDENTS (Type A)

Form B

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		Full time	Part time	Pre-Employment	In-Service	Anticipated Graduates	Anticipated Credit Certificates	Matriculated	Unclassified	Headcount: Total (non-dup)	Headcount: Day (non-dup)	Headcount: Evening (non-dup)	Age: Below 18	Age: 18-24	Age: 25-30	Age: Over 30	Sex: Male	Sex: Female	Ethnic: Black	Ethnic: White	Ethnic: Other	In-District	Other-Ohio	Out-of-State	FTE	CPH
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Date _____
Campus _____

TECHNICAL ASSOCIATE DEGREE STUDENTS (Type B)
Form C

BEST COPY AVAILABLE

Report Time Span
197_ to 197_

☐☐ Autumn
☐☐ Winter
☐☐ Spring
☐☐ Summer

									Headcount				Age			Sex		Ethnic							
		Full time	Part time	Pre-Employment	In-Service	Anticipated Graduate	Anticipated Credit Certificates	Matriculated	Unclassified	Total (non-dup)	Day (non-dup)	Evening (non-dup)	Below 18	18-24	25-30	Over 30	Male	Female	Black	White	Other	In-District	Other-Ohio	Out-of-State	FTE	CHU
						X																			

CERTIFICATE PROGRAMS

Form D

BEST COPY AVAILABLE

State _____

Campus _____

Report Time Span
197_ to 197_

☐ ☐ Autumn

☐ ☐ Winter

☐ ☐ Spring

☐ ☐ Summer

CIP		Full-time	Part-time	Pre-Employment	In-Service	Anticipated Graduates	Anticipated Credit Certificates	Matriculated	Unclassified	Headcount: Total (non-dup)	Headcount: Day (non-dup)	Headcount: Evening (non-dup)	Age: Below 18	Age: 18-24	Age: 25-30	Age: Over 30	Sex: Male	Sex: Female	Ethnic: Black	Ethnic: White	Ethnic: Other	In-District	Other-Ohio	Out-of-State	FTE	CEU
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BEST COPY AVAILABLE

Date _____

Campus _____

Report Time Span
197_ to 197_

Autumn
Winter
Spring
Summer

NON-CREDIT STUDENTS
Form E

BEST COPY AVAILABLE

	Headcount	Age	Sex	Ethnic
Full time				
Part time				
Pre-Employment				
In-Service				
Anticipated Graduates				
Anticipated Credit Certificates				
Matriculated				
Unclassified				
Total (non-dup)				
Day (non-dup)				
Evening (non-dup)				
Below 18				
18-24				
25-30				
Over 30				
Male				
Female				
Black				
White				
Other				
In-District				
Other-Ohio				
Out-of-State				
FTE				
CEU				

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